

Raindrops

Book 2

Textbook in English for Class II
(Special Series)



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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Foreword

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of pedagogic practices which overlook the children's own efforts to learn by observing their natural and social environment and by finding meaning in their everyday experience. The consequences of this legacy have been especially grim for rural children. Their everyday life experiences are either ignored or represented in a patronising manner in conventional textbooks. The new syllabi and textbooks brought out by the National Council of Educational Research and Training (NCERT) in the wake of NCF-2005 attempt to provide a somewhat equitable share of representation to rural and urban content, themes and images. In the context of English at the primary level, rural children deserve an altogether distinctive series of textbooks. *Raindrops* marks an unprecedented attempt of this kind. The textbooks in this series not only privilege the rural child's world and life, they also utilise the insights of modern theories in linguistics to make the experience of learning English an experience of joy and confidence-building for boys and girls studying in village schools.

The success of this effort now depends on the steps that school authorities and teachers will take to motivate children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that children are born with the capacity and skills to learn languages. These inborn capacities grow spontaneously in a positive environment in which children are encouraged to speak and write without the fear of being caught for making common mistakes. Teachers can create such an environment in the classroom by giving children frequent opportunities to participate. Easy access to attractive reading material is another positive factor. The NCF-2005 emphasises the importance of pursuing a multilingual approach in the teaching of any particular language. What ultimately matters in language learning is the child's confidence to articulate and interpret. *Raindrops* exemplifies the kind of relationship that a teacher should form with children in order to get the best out of them in terms of motivation and participation.

These objectives imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the

required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective the textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. NCERT has prepared a series of sourcebooks on assessment in the primary classes. This series marks a major shift away from conventional tests and English is one of the subjects covered in this assessment series, and we hope that schools will use the English source book in conjunction with *Raindrops*. All the textbooks in this series attempt to provide opportunities for fantasy and wondering, interaction in small groups, and activities requiring hands-on experience.

NCERT appreciates the hard work done by the Textbook Development Committee responsible for this book. We wish to thank the Chief Advisor for this book, Professor Malathy Krishnan of The English and Foreign Languages University (EFL-U), Hyderabad, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. The Council acknowledges with appreciation the dedicated and creative work put in by Dr. Varada Mohan Nikalje, Department of Languages, NCERT, in coordinating the preparation of this textbook, and also the support and encouragement provided by Professor R. J. Sharma, Head of the Department of Languages. We are especially grateful to the members of the National Monitoring Committee, appointed by the Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G. P. Deshpande, for their valuable time and contribution, and to Professor M. L. Tickoo, of EFL-U (formerly known as the Central Institute of English and Foreign Languages), Hyderabad, and Professor S. C. Dubey, Department of English, University of Allahabad, Allahabad, for going through this book and offering valuable suggestions.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
1 March 2010

Director
National Council of Educational
Research and Training

About the Book

The National Curriculum Framework (NCF), 2005, suggests that plurality of textbooks is a necessary requirement for curricular freedom. A single textbook does not meet the expectations and aspirations of teachers and learners uniformly. The same idea has been reinforced in the *Focus Group Position Paper on the Teaching of English* which suggests that the earlier practice of choosing from a range of available texts can be revived. It would be reasonable to expect that with a multiplicity of English textbooks, the diversity of English language environments in the country would be addressed better.

A series of textbooks in English, *Raindrops*, for the primary stage (Classes I to V) has been developed, keeping in mind first-generation school-goers as well as children whose only exposure to English is in school (and even within the school, usually, with limited time duration and constraints in quality).

The criterion that we must meet is people's aspirations for their children: the spontaneous and appropriate use of English for at least everyday purposes; in other words, to speak English, as against merely passing examinations in it, or knowing its grammar. The aim, therefore, is learners' exposure to the language (in this case, English) in meaning-making situations so as to trigger the formation of a language system by the mind.

The concept of phonological awareness introduced in *Raindrops 1* is continued in this book. The focus in *Raindrops 1* and *2* is predominantly aural-oral. Listening as a skill is usually neglected in schools. Children are generally not encouraged to speak in the classroom, unless it is to answer questions put by the teacher. *Raindrops 2* has activities that consciously focus on these skills: in one particular activity, children listen to the teacher and tick the word that they hear her say, in another, focus on pronunciation of vowel sounds is done by using 'minimal pairs', on page 12. In yet another activity, the teacher is asked to make children clap according to the number of sounds they hear. This helps make children aware that syllables make up words.

The book contains activities that focus on rhyming, alliteration, consonant clusters, and so on.

Themes such as environment, peace and gender sensitivity figure prominently in *Raindrops 2* as in the others in the series. The poem 'The Mango Tree' is related to environment, along with a strong element of awareness of the number of creatures that the tree gives shelter to.

Illustrations are of primary importance and more so in a second-language textbook. Illustrations are not mere add-ons to the lesson, but form an integral part of the textbook. For instance, a dimension of inclusiveness is added to the illustration on page 13. The text of the lesson is a simple description of a scene. The illustration shows a group of children playing carom, with one child in a wheelchair participating in the game. The child is portrayed as being at par with the others, and the idea is brought out indirectly that what matters is her skill at the game; moreover, the others have accepted her as one of themselves.

Multilingualism as a concept prevails throughout this book, and in the series as well. This is especially true of *Raindrops 1* and *2*, wherein the teachers have been advised to encourage children to speak, by making them participate in classroom discussion and group work; and to also encourage them to use English words, but not reprimand them for using non-English ones.

Above all, it is hoped that children would begin to not only use words, but play with them. The present book is one step in this direction.

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The National Council of Educational Research and Training is grateful to Professor Mrinal Miri and Professor G. P. Deshpande, *Chairpersons*, National Monitoring Committee; Professor M.L. Tickoo of The English and Foreign Languages University (EFL-U) (formerly known as the Central Institute of English and Foreign Languages), Hyderabad; and Professor S. C. Dubey, Department of English, University of Allahabad, Allahabad, for going through this book and offering valuable suggestions. We are grateful to Malathy Krishnan, *Professor*, (EFL-U), Hyderabad.

The Council also acknowledges the services of Parash Ram, *Incharge*, Computer Station, NCERT, Pawan Kumar Barriar, Narendra Kumar Verma, Jadunath Pradhan and Rajiv, *DTP Operators*. The efforts of the Publication Department, NCERT, are also highly appreciated.



contents

<i>Foreword</i>	<i>iii</i>
<i>About the Book</i>	<i>v</i>
1. ACTION SONG (POEM)	1
2. OUR DAY	3
3. MY FAMILY	8
4. WHATS GOING ON?	13
5. MOHAN, THE POTTER	18
6. RAIN IN SUMMER (POEM)	22
7. MY VILLAGE	24
8. THE WORK PEOPLE DO	32
9. WORK (POEM)	38





10. OUR NATIONAL SYMBOLS	40
11. THE FESTIVALS OF INDIA	43
12. THE MONKEY AND THE ELEPHANT	50
13. GOING TO THE FAIR	54
14. COLOURS (POEM)	57
15. SIKKIM	61
<i>Let's Practise</i>	64





Poem

ACTION SONG



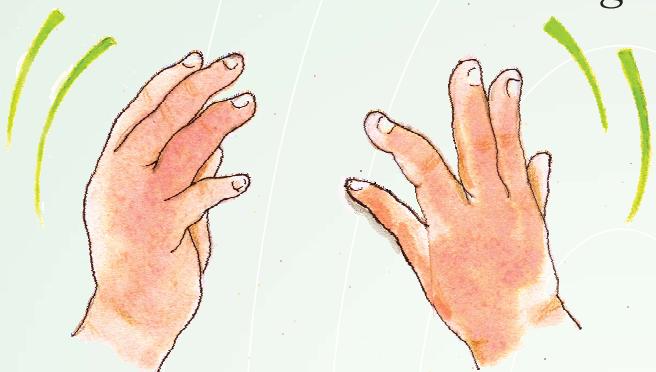
0221CH01

Ring the bell and clap clap clap,
Clap clap clap, clap clap clap.
Ring the bell and clap clap clap.
Sing with me today.

Wave your hand and clap clap clap,
Clap clap clap, clap clap clap.
Wave your hand and clap clap clap.
Sing with me today.



Stamp your feet and clap clap clap,
Clap clap clap, clap clap clap.
Stamp your feet and clap clap clap.
Sing with me today.



Turn around and clap clap clap,
Clap clap clap, clap clap clap.
Turn around and clap clap clap.
Sing with me today.



1. Can you think of some other actions to accompany the song?
2. Underline the word that is used the most in the poem.
3. Underline the sentence that is used at the end of every three lines.

To the Teacher

- Sing the song with actions and make the children repeat it after you.
- Help them underline 'clap clap clap' and 'Sing with me today.'





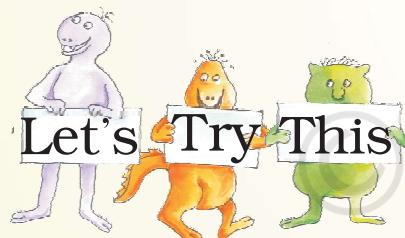
OUR DAY



Hello! It **is** morning. Here **comes** the sun. It **rises** in the east. The birds **start** singing. Our day **begins** now. The sun **gives** us light and heat. The sun **sets** in the west.



It is evening. Now the moon and the stars **come** out. Birds go back to their nests. People **go** back home. They **have** dinner and go to bed.



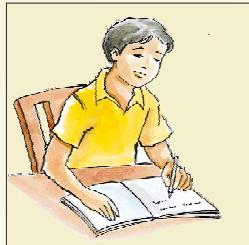
1. Complete the following.
 - (i) The sun rises in the _____.
 - (ii) Our day begins when the _____ comes out in the sky.
 - (iii) The sun gives us light and _____.
 - (iv) The moon and the stars come out at _____.
 - (v) Birds go back to their _____.

To the Teacher

- Make the children look at the pictures and talk about them in their mother tongue. Then read out the text. Make them notice the words in bold.



2. Look at the pictures and say who is doing what. You can use the words given in the box. One has been done as an example.



Mazhar is writing.

are running
is dancing
are eating
am reading



Juri _____.



I _____.



Sarita and Raman _____.



They _____ bananas.

3. Read the following sentences.

(a) Here comes the sun. It rises in the east.

It refers to the sun.

It is used for one.

(b) Point out what **It** refers to in the following sentences.

I like chocolate. It is sweet.

I like the rain. It is beautiful.

(c) Read the following sentences.

People go back home. They have dinner.

They is for people.

They means more than one.

(d) Point out what **They** refers to in the following
Here are Neel, Anwar and Tulsi. They are singing.

Look at the Boy Scouts. They are in uniform.

(e) Try to make sentences of your own using **It** and
They.

4. Listen to the following sets of words read out by your teacher.

Tick the word in each set, which has a sound different from the first word. One has been done for you.

(i)	kite	light	right	fit ✓
(ii)	bat	gate	rat	mat
(iii)	hip	lip	keep	dip
(iv)	sheet	sheep	seat	ship
(v)	but	cut	put	hut

To the Teacher

- Help children learn to use **it** and **they** correctly.
- Read aloud the words given in Exercise 4 twice. Ask the children to listen to it carefully.

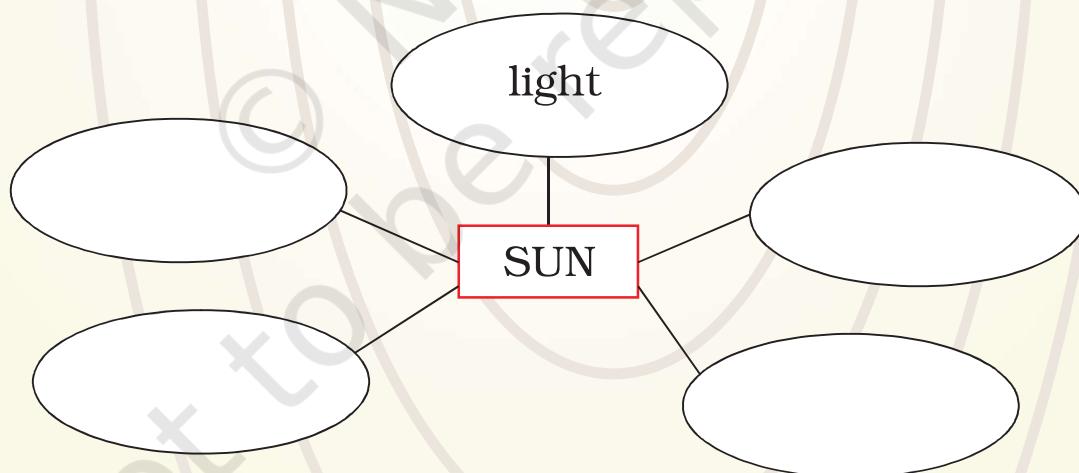


5. Given below are pairs of words. Your teacher will say one word from each pair. Listen to the teacher and tick (✓) the word you hear in each pair.

thin	:	tin
fill	:	feel
ship	:	sip
coal	:	goal
pan	:	fan
full	:	fool
bat	:	bet

Copy the words in your notebook.

6. When you hear the word 'sun', what are the things that come to your mind? Write them down in the circles. One has been done for you.



To the Teacher

- Say each word clearly and loudly, so that children can understand. Help them with a few examples.
- Help children fill in the circles.



3

MY FAMILY



0221CH03



I **am** Mohit. I am seven years old. I am in Class II. I **live** with my parents.

I **have** a sister too. Her name **is** Suguna. She is six years old. She is in Class I. We **go** to school together.



My father is a farmer. He **works** on the farm. He **grows** rice and vegetables. He works very hard.



My mother is a teacher. She **teaches** small children.

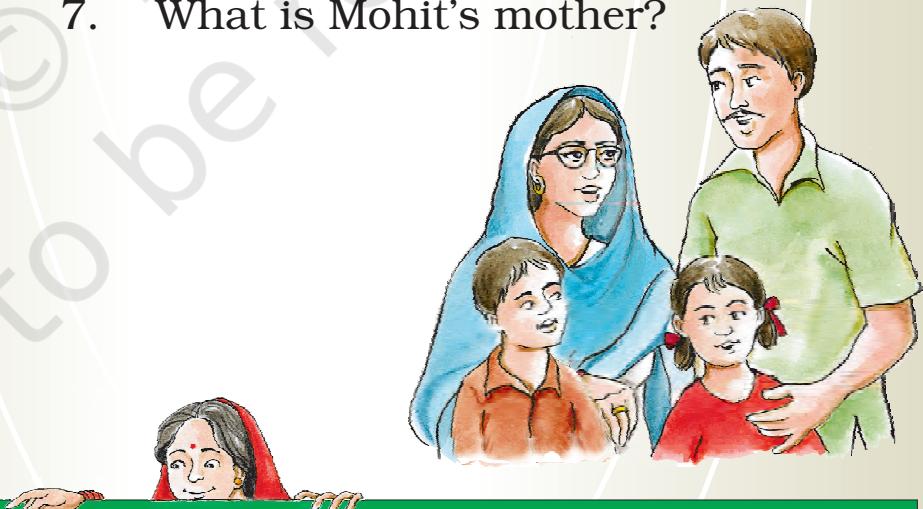


Our house is neat and clean. My father **helps** my mother. They **cook** good food for us.

After we **do** our homework, Suguna and I **play** outside the house. Our parents **watch** us play.

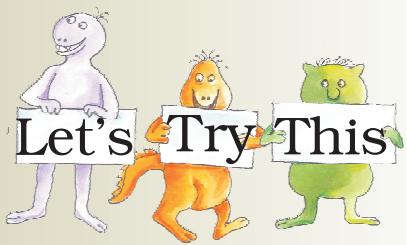


1. How old is Mohit?
2. Who is Suguna?
3. How old is Suguna?
4. In which classes do the children study?
5. What does Mohit's father do?
6. What does Mohit's father grow?
7. What is Mohit's mother?



To the Teacher

- Make the children notice the words in bold.
- Make them ask about each other's families (in their mother tongue).
- Read aloud the text to the children. Help them answer the questions orally.



1. Form words with the sets of letters given in the boxes below. The pictures will help you. The words are from the lesson.



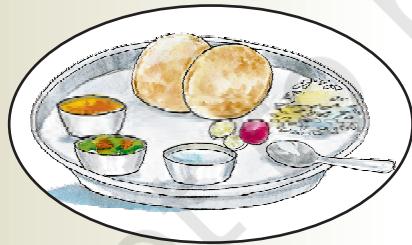
C	E
R	I



H	E	
O	S	U



R	A
F	M



O	F
O	D

To the Teacher
• Help the children to form the words.

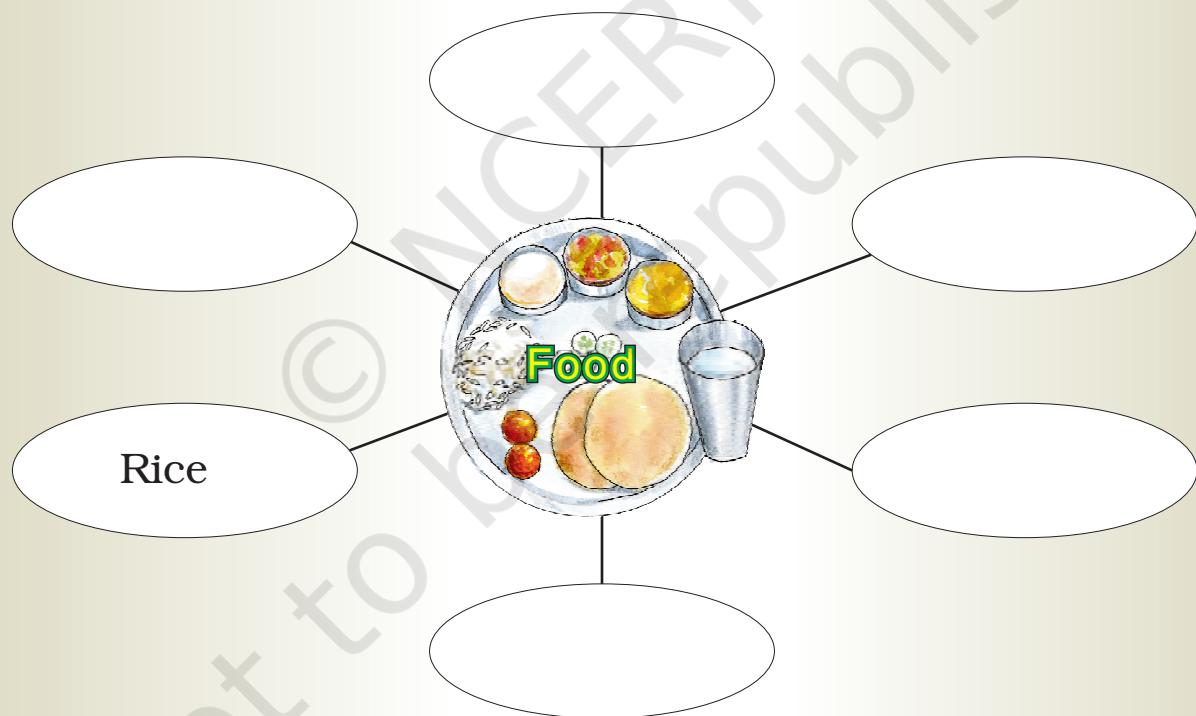


2. Fill in the blanks with the words given in the box.

sister clean teacher homework farmer

- (i) Mohit's father is a _____.
- (ii) Suguna is Mohit's _____.
- (iii) The house is neat and _____.
- (iv) Mohit's mother is a _____.
- (v) After doing their _____, Mohit and Suguna go to play.

3. When you hear the word 'food', what are the things that come to your mind? Write them down in the circles. One has been done for you.



To the Teacher

- Help the children fill in the blanks.



4. Choose the correct word to complete the sentence.

- (i) I (am/are) Pintu.
- (ii) I (have/has) a brother.
- (iii) We (is/are) sisters.
- (iv) Sonam..... (live/lives) in Assam.
- (v) Riya..... (go/goes) to school.
- (vi) We (play/plays) in the evening.

5. Listen and repeat

ship	sheep
slip	sleep
fit	feet
sit	seat
bit	beat



To the Teacher

- Make the children understand the verb forms for singular and plural.
- Help them speak sentences about themselves in English.

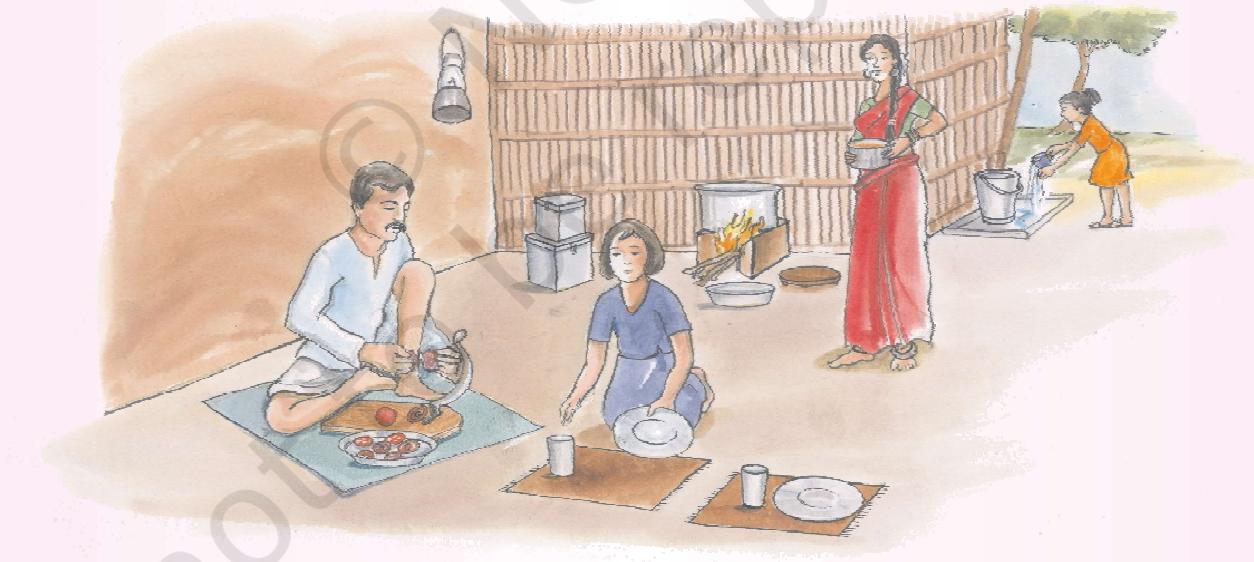




WHAT'S GOING ON ?

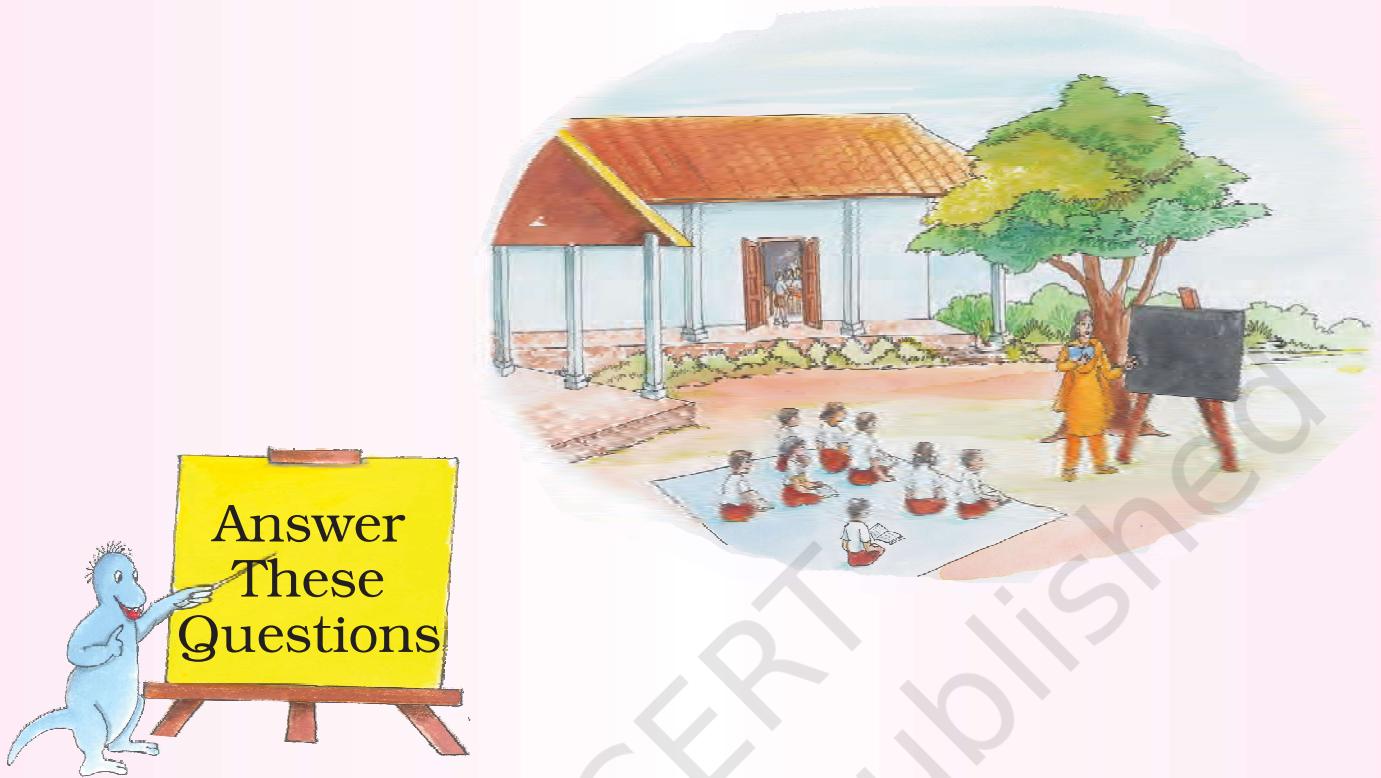


Here is a picture. There are six children in it. Four children **are playing** carom. Two boys **are watching** the game. Two kittens **are playing** with a ball of wool. Two dogs **are chasing** the birds.



Here is another picture. The family **is getting** ready for dinner. Father **is cutting** onions for salad. Mother **is bringing** a dish. The elder girl **is laying** the plates. The younger girl **is washing** her hands.

Look at the picture. Say a few sentences about it.



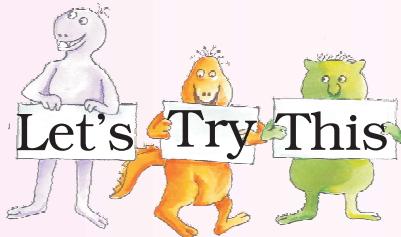
1. How many children are there in the first picture?
There are _____.
2. How many children are standing?
_____ are standing.
3. How many children are playing carom?
_____ are _____ carom.
4. How many kittens and dogs are there?
There are _____ kittens and _____ dogs.
5. What are the kittens doing?
The kittens _____ with a ball of wool.
6. What are the dogs doing?
_____ are _____.

To the Teacher

- Let the children look at the first two pictures and say what is going on. Allow them to use non-English words if they wish.
- Read out the text to them. Ask them to notice the words in bold.
- Ask them to describe the third picture orally. Construct the text along with them on the blackboard.



7. How many people are in the house?
There are _____.
8. In the picture of the family, what is the father doing?
He is _____.
9. What is the mother holding in her hands?
She _____ a dish.
10. How is the elder girl helping her mother?
_____ the plates.
11. What is the younger girl doing?
_____ washing _____.



1. Pick out the names of games from the following.

carom	football	eyeball
basket	<i>kabaddi</i>	chess
cricket	ladder	hockey

2. Listen and repeat.

tin	ten
din	den
bit	bet
big	beg
pig	peg

To the Teacher

- Help the children answer the questions orally first and then write them down.
- Make them repeat the sets of words after you.



3. Fill in the missing double letters. One has been done for you.

(i) kitten



(ii) vi_ _ age



(iii) bu_ _ e r



(iv) ball _ _ n



(v) bo _ _ le



(vi) po_ _ er



4. Look at the picture and complete the boxes.



In the picture.....

- (i) there are four
- (ii) there are two
- (iii) there is a
- (iv) there are three
- (vi) there is a
- (vii) there are three
- (viii) there are five

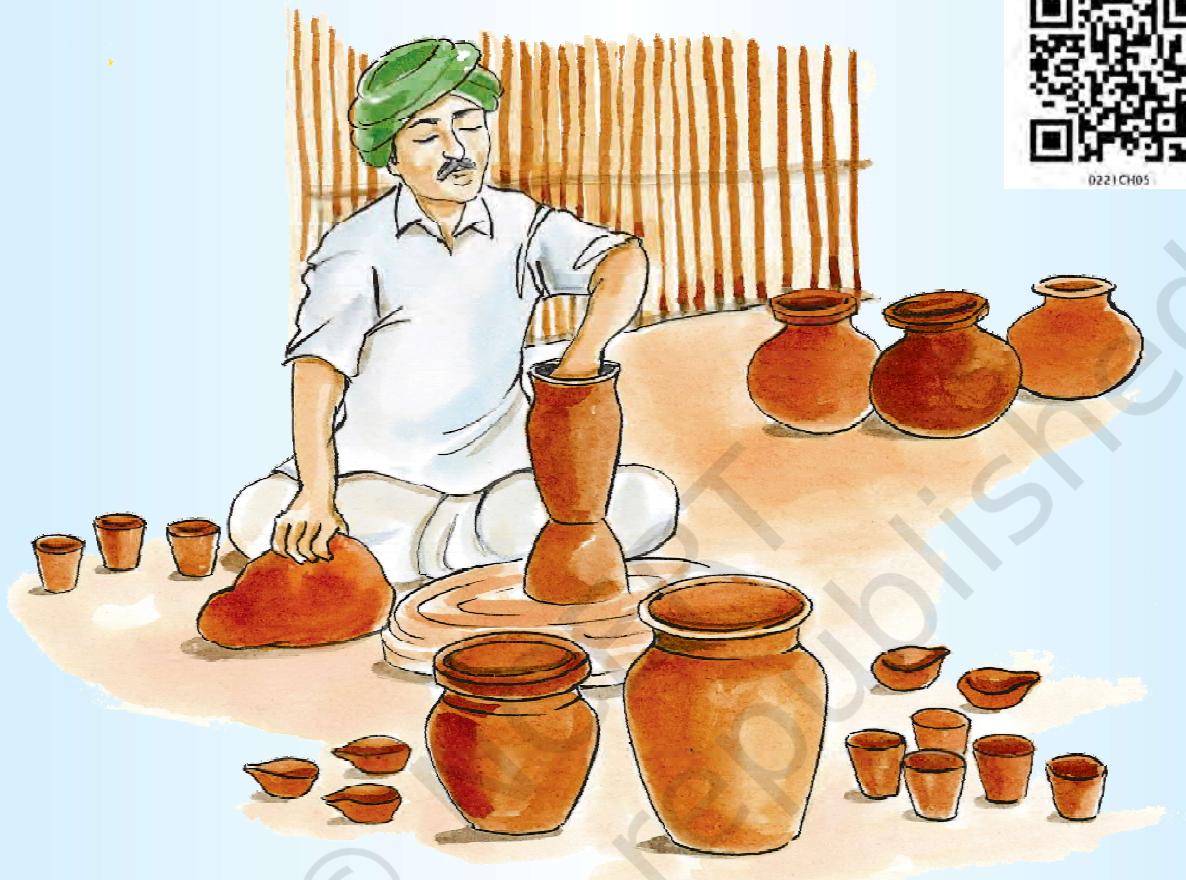
To the Teacher

- Help the children fill in the boxes, with one letter in each box. Make them notice singular and plural, and 's' for plural.



5

MOHAN, THE POTTER



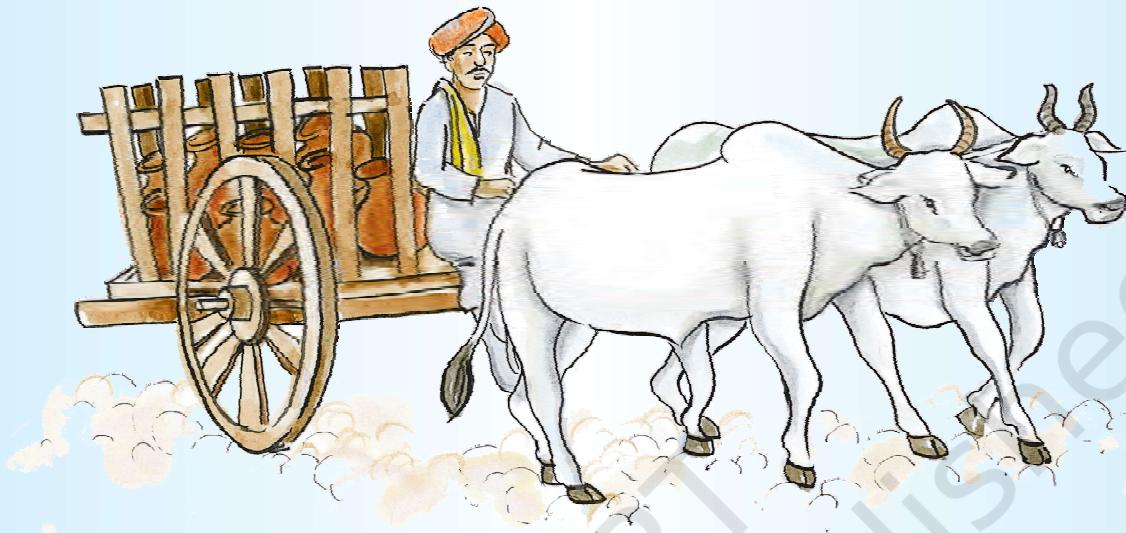
0221CH05

This is Mohan. He lives in Kuppam village. He is a potter. He uses clay to make pots, jugs, oil lamps and clay cups. He uses a potter's wheel to shape the clay and make the pots.

We store drinking water in a pot. It keeps the water cool in summer. We use clay cups to drink tea and *lassi*. We use oil lamps for light and for worship.



Mohan has a bullock cart. He carries the things he makes to the city. He sells them and gets money. People like his pots and jugs very much.



1.
 - (i) What does Mohan do?
 - (ii) What are the things that Mohan makes?
 - (iii) How does Mohan go to the city?
 - (iv) What does he do with the things he makes?
2. Underline all the words in the lesson which have double letters. For example, Kuppam.

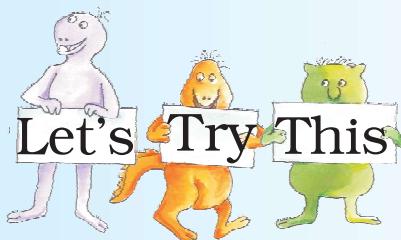
To the Teacher

- Help the children read the text, sentence by sentence.
- Help them answer the questions orally.
- Help them underline double letter words.



3. Say whether the following statements are right (R) or wrong (W)?

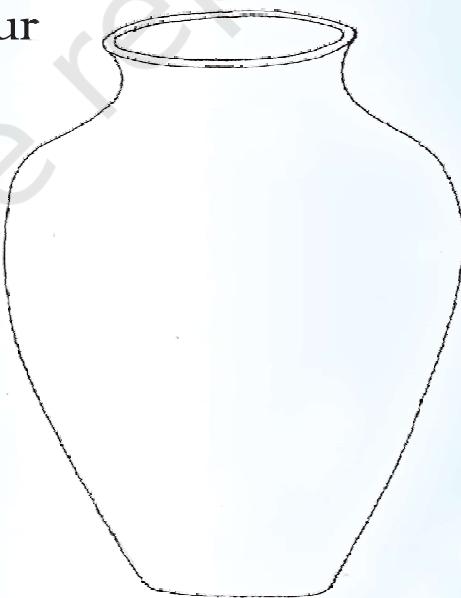
- (i) Mohan lives in a city. ()
- (ii) Mohan makes pots, lamps, jugs and clay cups. ()
- (iii) Mohan has two bullock carts. ()
- (iv) Clay pots keep the water cool. ()
- (v) Mohan sells the things he makes. ()



1. Listen and repeat.

- (i) bet bat
- (ii) set sat
- (iii) men man
- (iv) leg lag
- (v) met mat

2. Here is a pot. Make your own design on it and colour it.



To the Teacher

- Help the children repeat the pairs of words with the same sound after you.



3. Fill in the blanks.

(i)



This is a _____.



These are wheels.

(ii)



This is a chair.



These are _____.

(iii)



_____ is a table.



_____ are tables.

(iv)



This _____ pot.



These _____.

(v)



This is a pen.



_____.

To the Teacher

- Make the children understand the verb forms for singular and plural, and plural 's'.





Poem

RAIN IN SUMMER



0221CH06

How beautiful is the rain!

After the dust and heat,

In the broad and fiery street,

In the narrow lane,

How beautiful is the rain!

How it clatters along the roofs

Like the tramp of hoofs!

How it gushes and struggles out

From the throat of the overflowing spout!

Across the window pane

It pours and pours;

And swift and wide,

With a muddy tide,

Like a river down the gutter roars

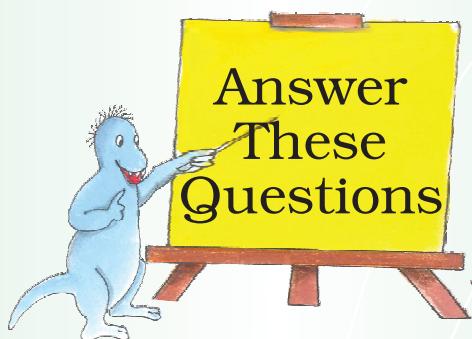
The rain, the welcome rain!

— H.W. Longfellow

To the Teacher

- Talk to your students about rain.
- Read the poem aloud to them.
- With actions and gestures make them understand the poem.

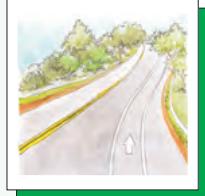




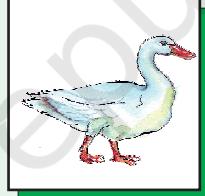
1. Do you like the rain? What do you do when it rains?
2. In which month(s) of the year does it rain in your area?
3. Why is the rain welcome?
4. Do you know a small song or a poem about rain in your mother tongue? Recite it in the class.



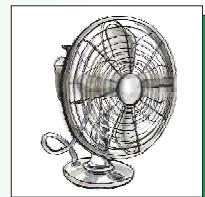
1. Circle the word that names the picture.



lane line



duck dock



fun fan



boy toy



well wall



beak book

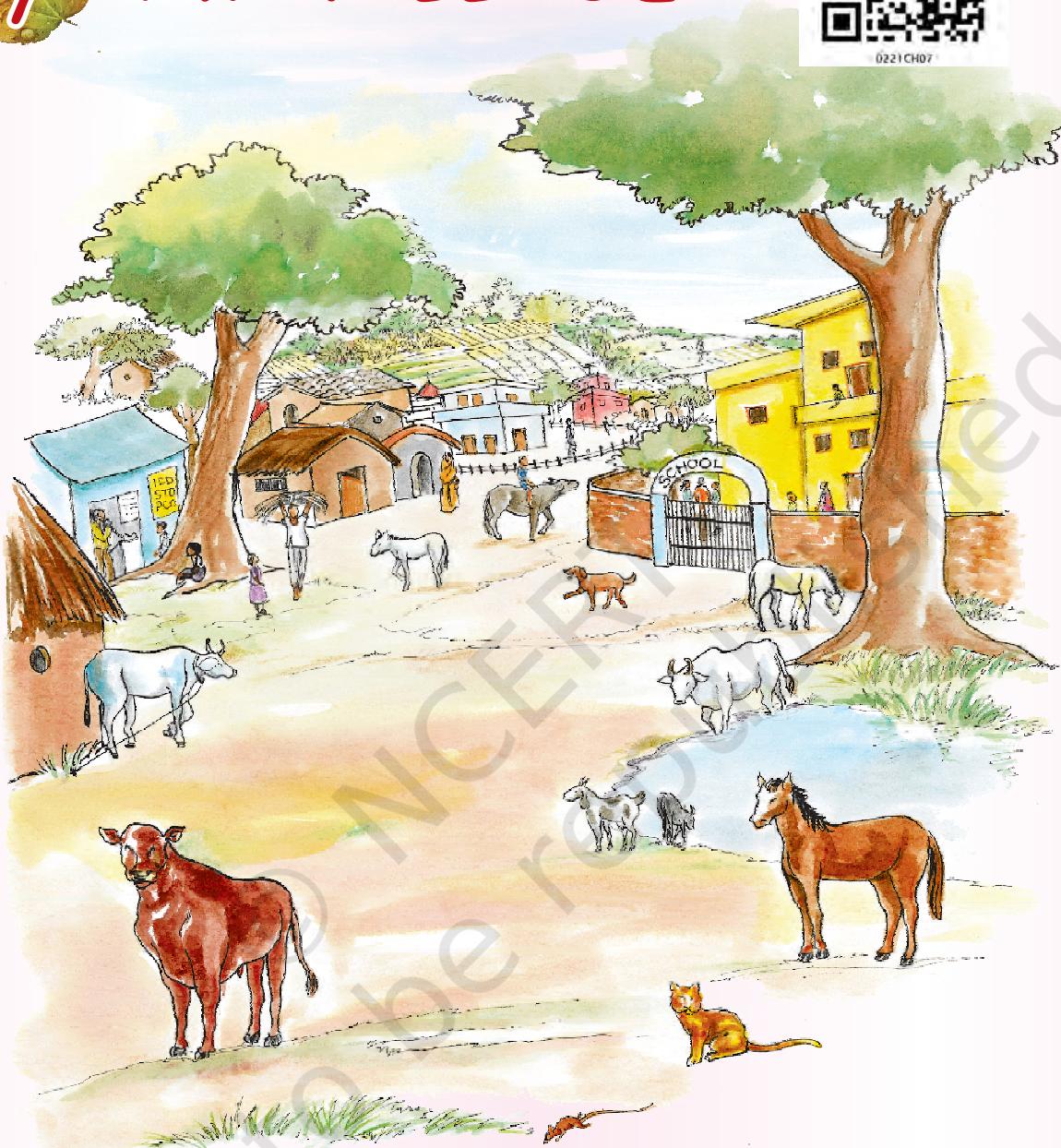
To the Teacher

- Help the children answer the questions first in their mother tongue and then in English.



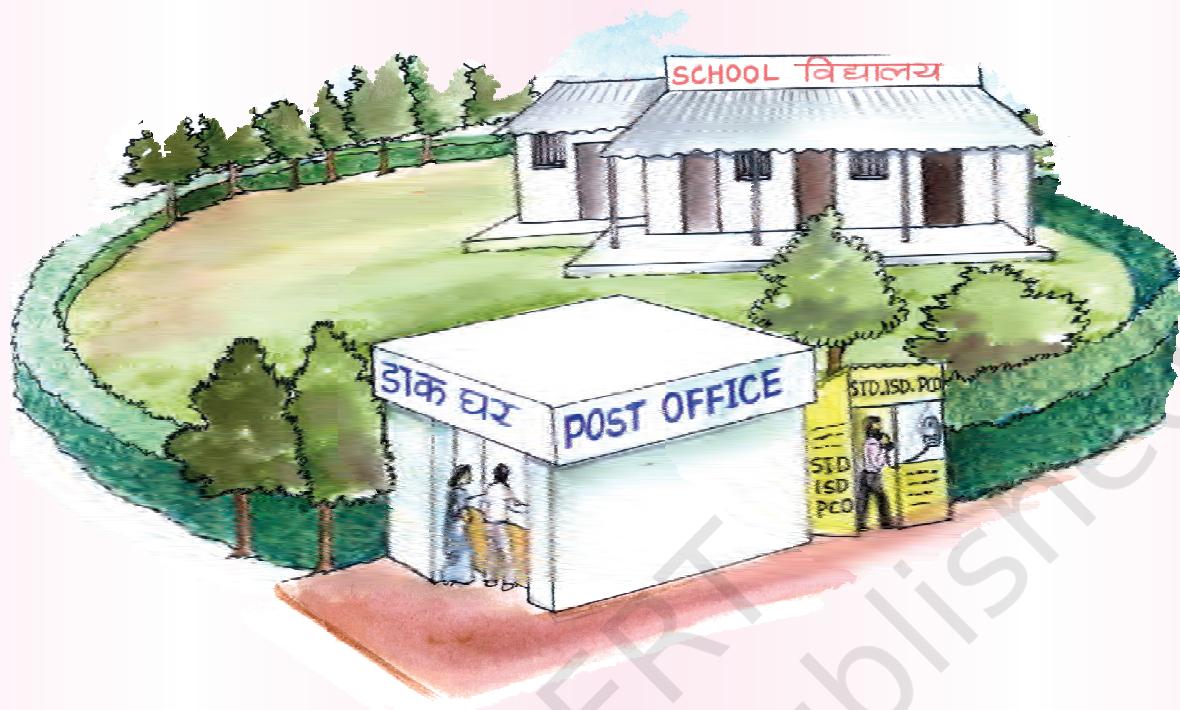


MY VILLAGE



I am Jagmal. I live in a village called Chenur. In my village, there are many huts and some *pucca* houses too. There are mango, *neem* and *peepal* trees in the village. Outside the village are the farms and fields. Farmers work with ploughs and tractors.

The village has a school. There are four teachers in my school. They do not live in our village but come from the town nearby.



There is a well in the village. There is also a pond. Cows, bulls, buffaloes, horses, donkeys, dogs and goats drink water from the pond. They sometimes have a bath in it. You can also see many cats in the lanes. They like to drink milk and chase mice.

Some people have TV sets and mobile phones too. I like watching TV in the village hall.

To the Teacher

- Help the children talk about their village in their mother tongue.
- Help them read the text para by para with their partners.
- You can do it over several periods. But help them to read on their own.
- Help them read the signboards.





1. (a) What is the name of your village?
 (b) Where is your village?
 (c) How many teachers are there in your school?
 (d) Does your village have a
 - post office?
 - health centre?
 - police station?
 - bus stop?
 (e) Do you listen to the radio?
 (f) Do you watch TV?
2. Read the text once again and complete the table given below by putting a tick (✓) mark in the appropriate column. One has been done for you.

Statements	True	False
Jagmal lives in a big village.	✓	
There are some 'pucca' houses in the village.		
There is no cat or rat in the village.		
People get drinking water from a well.		
Jagmal likes to watch TV.		



1. Read the words in English on the signboards of the buildings in the village.

2. The words in Box A go with the words in Box B. Write two words together—one from A and the other from B. One has been done for you.

A

POST
POLICE
WASHER

HEALTH
BUS
STREET

B

CENTRE
STATION
OFFICE

STOP
MAN
LIGHT

Police Station

3. Make a list of the large and small animals Jagmal has in his village. Work with your partner. You write the name of one large animal in the left box. Your friend will write the name of a small animal in the right box.

Large animals	Small animals
cow	dog

To the Teacher

- Make the children form new words.



4. Write the names of as many animals as you know. If you don't know the name of an animal in English, ask your teacher. One has been done for you.

Elephant _____

5. We add 's' to the name of a thing to show more than one. Read the text and make a list of things, which have 's' at the end. One is done for you.

S. No.	Words
1.	Huts
2.	
3.	
4.	
5.	
6.	
7.	

Did you notice a word that takes 'es' to mean more than one?

To the Teacher

- Help the children fill in the boxes in pairs, using English words.
- Help them to identify plurals: (i) ending in 's' (ii) ending in 'es'.



6. Complete the sentences given below after reading the text.

- There is a school in the village.
- There is a _____ in the village.
- There is a _____ in the _____.
- There is a _____ and a _____ in the village.

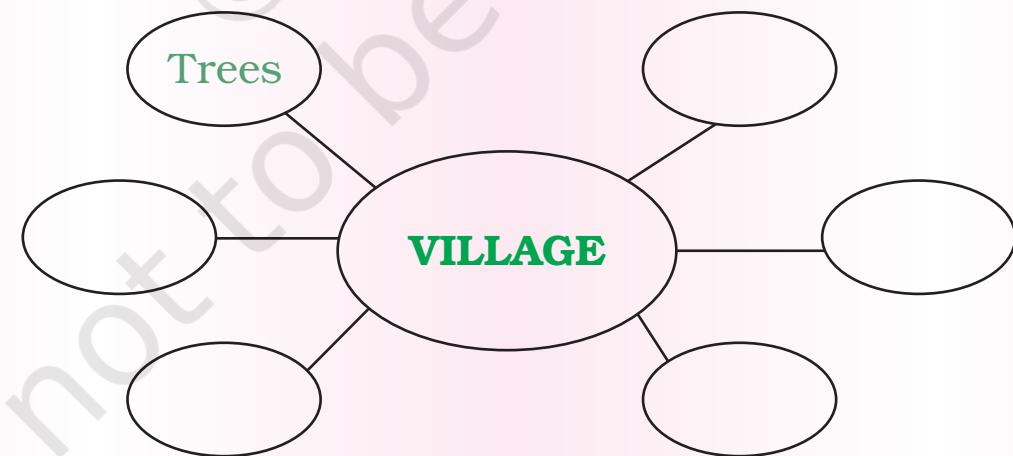
7. Complete the sentences given below after reading the text.

- There are _____ in the village.
- There are _____ in the village.
- There are _____ and _____ in the village.
- There are _____ in the _____.

8. Listen and repeat.

donkey	people	station
bullock	temple	channel
village	water	centre
office		

9. When you hear the word 'village' what are the things that come to your mind? Write them in the circles. One has been done for you.

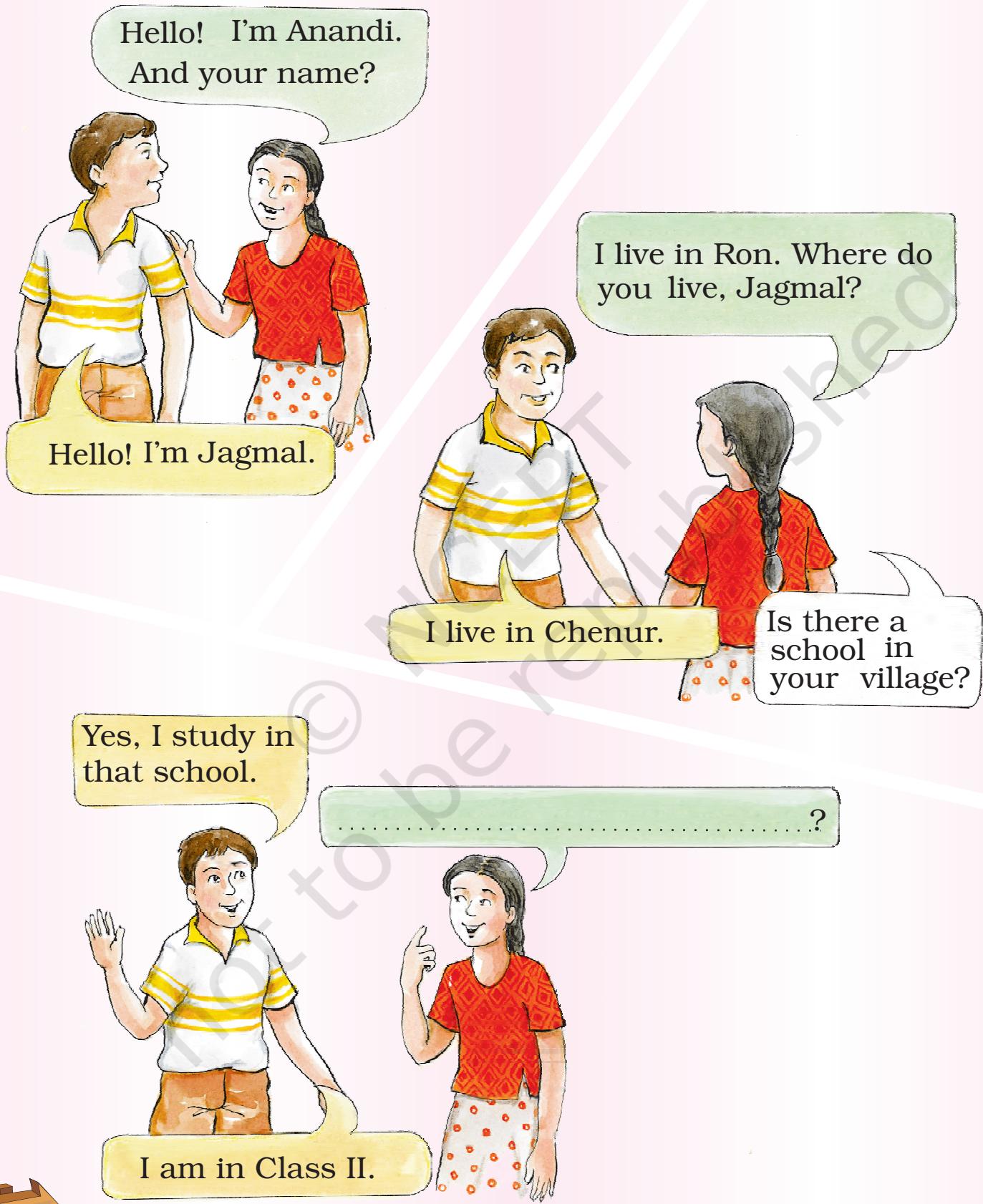


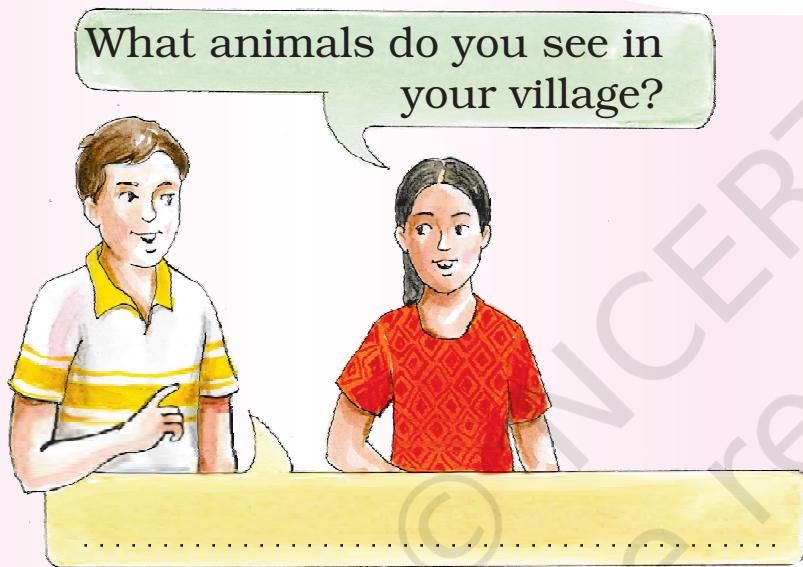
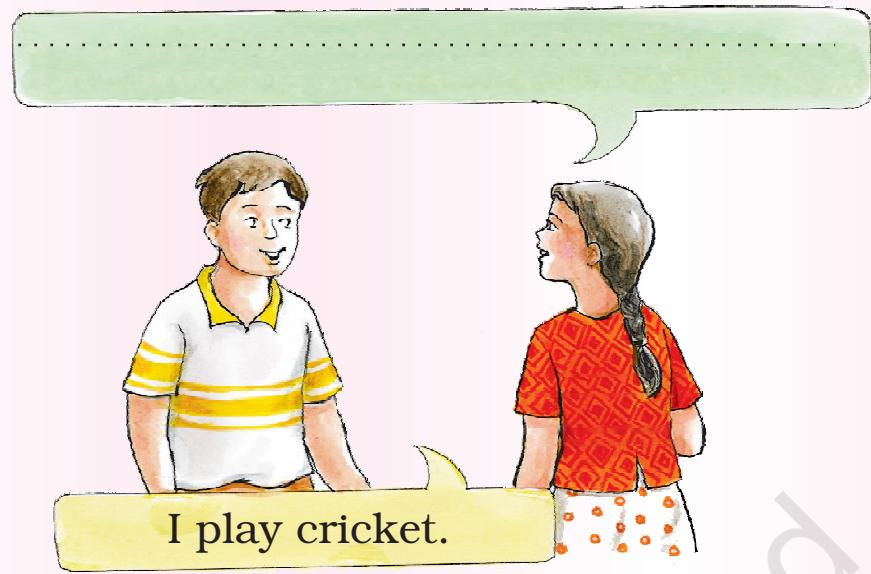
To the Teacher

- Say the words with double syllables clearly.
- Tell them the difference between the sound of 'V' and 'W'



10. Complete the following dialogue.







THE WORK PEOPLE DO



Look at the people around you. They do different kinds of work. They help each other in various ways.



Carpenters make tables and chairs.



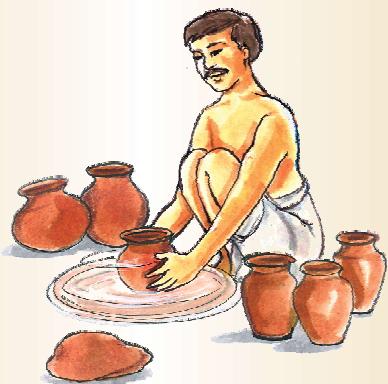
Farmers grow food and keep animals.



Doctors look after the ill.



Barbers trim our hair.



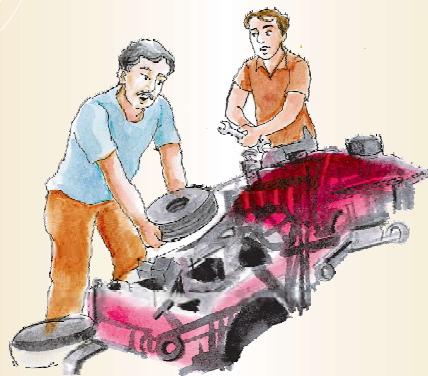
Potters make pots.



Tailors stitch clothes.



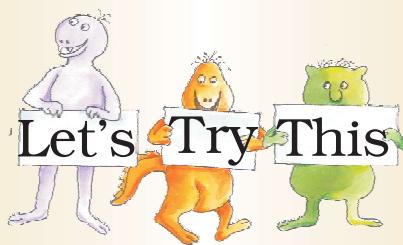
Drivers drive buses,
tractors and other vehicles.



Mechanics repair machines.



Shopkeepers sell things we use.



1. (i) Listen and repeat.

TEA	CHER	
FAR	MER	
DOC	TOR	
DRI	VER	
BAR	BER	
POT	TER	
CAR	PEN	TER
SHOP	KEE	PER

(ii)

cat	cut
rat	rut
mat	mutt
bat	but
hat	hut



To the Teacher

- Help the children understand that some words can have two or more sounds. Say each word clearly. Make them clap along with each sound. For instance, 'teacher' has two claps, and so on.

2. Match the people with the work they do.

A	B
Carpenters	grow crops and keep animals.
Goldsmiths	make and repair things made of iron.
Doctors	repair cars, buses and machines.
Farmers	make and repair wooden things.
Mechanics	treat people who are ill.
Blacksmiths	make and repair articles of gold and silver.

Now write the above as full sentences. One has been done for you

(i) Carpenters make and repair wooden things.

(ii) _____.

(iii) _____.

(iv) _____.

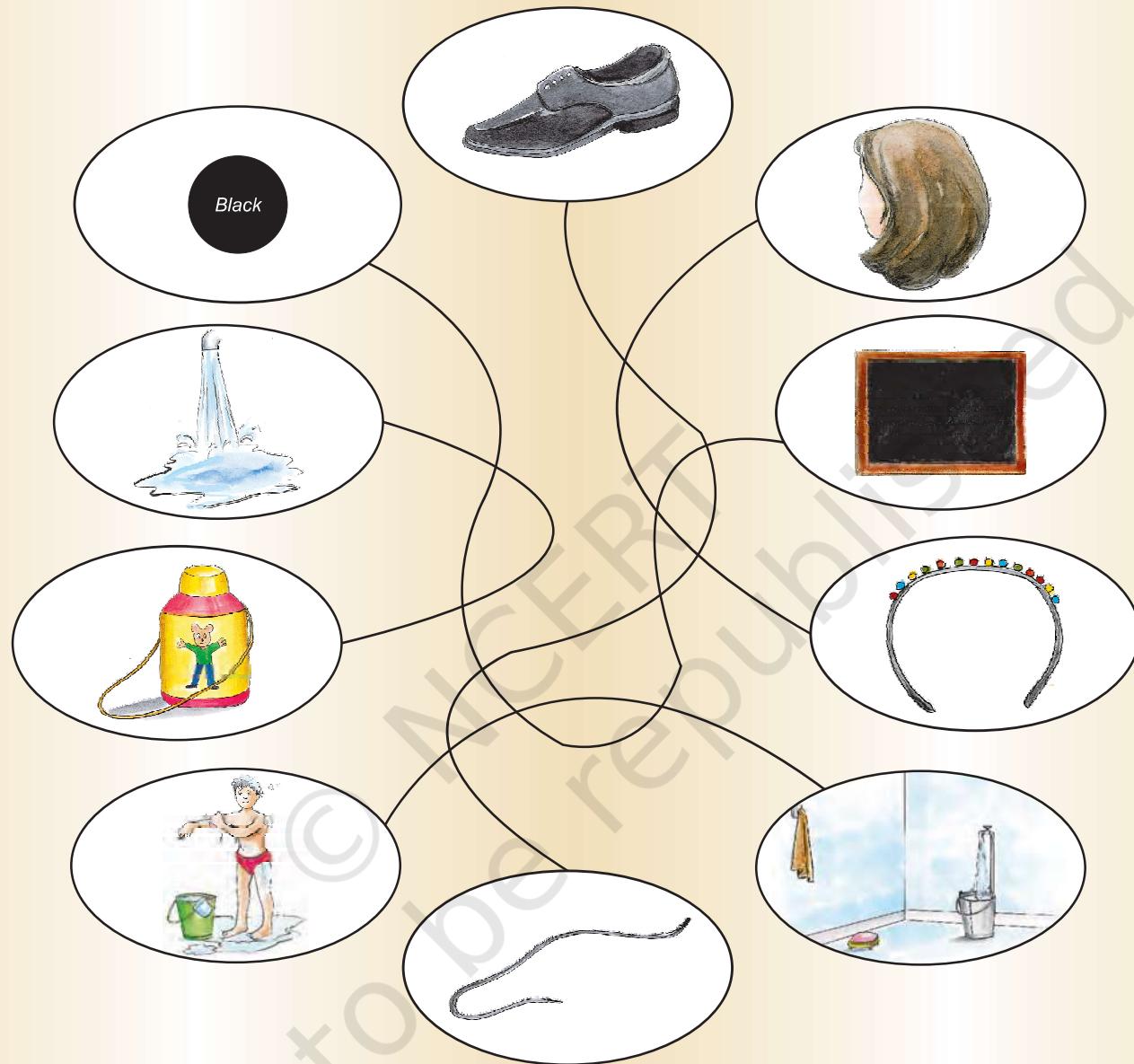
(v) _____.

(vi) _____.

To the Teacher
• Make the children form new words.



3. Follow the lines and join two words to make a new word. Write the new words in the spaces given below. One has been done for you.



HAIR BAND

4. Make questions with the help of the answers given below. One has been done for you.

(i) What do doctors do?

Doctors take care of sick people.

(ii) _____?

Farmers grow crops, vegetables and fruits.

(iii) _____?

Tailors stitch clothes for us.

(iv) _____?

The postman brings us letters and parcels. Sometimes he reads out our letters to us.

To the Teacher

• Help the children form questions to the answers.





Poem

WORK



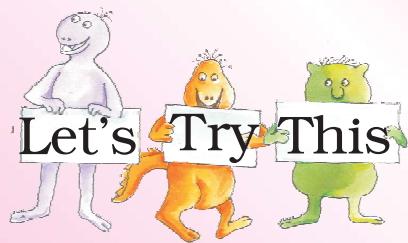
I am a tailor
Making clothes.
Stitch, stitch, stitch,
My needle goes.



I am a cobbler
Mending a shoe.
Tat, tat, tat,
It is just like new.



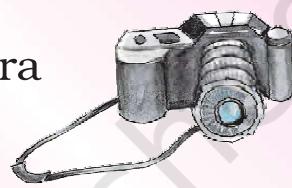
I am a traffic policewoman
I stand just so.
Telling cars to stop,
Telling cars to go.



1. Imagine that you are a policewoman, or a cobbler, or any of the people in society. Say what do you do.
2. Match the following people with the items they use.



tailor



camera



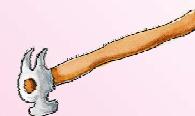
potter



test tube



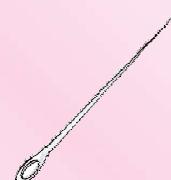
photographer



hammer



blacksmith



needle



scientist



wheel

10

OUR NATIONAL SYMBOLS



The peacock is our national bird. It is large in size. It has long, blue and green feathers on its tail. It spreads out its feathers like a fan and dances, when it is happy.



Here is our national flag. It has three colours—saffron, white and green. That is why it is called the tricolour. The flag has a wheel with 24 spokes in the centre. The colour of the wheel is dark blue.



This is our national emblem. It has four lions standing back to back. The four lions face the four directions. You can see the emblem on our coins and currency notes.

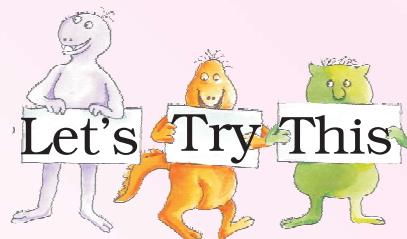
The tiger is our national animal. It is a wild animal. It lives in the jungle. It has stripes of yellow and black. It can move very fast.



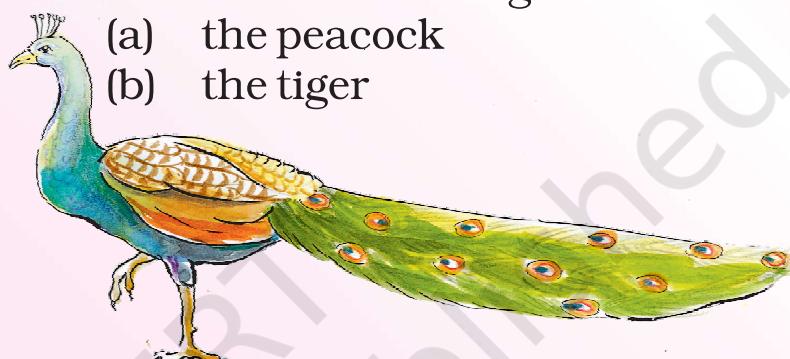
To the Teacher

- Talk about the national symbols in the mother tongue.
- Help the children read the text para by para.





1. Why is our national flag called the tricolour?
2. Have you seen the national flag? Name at least two days when the national flag is hoisted.
3. Locate the national emblem on currency notes and coins.
4. Write four describing words for
 - (a) the peacock
 - (b) the tiger



1. Fill in the blanks.
 - (i) The _____ is our national bird.
 - (ii) The _____ is our national animal.
 - (iii) Our national emblem has four _____.
 - (iv) The wheel in the national flag is of _____ colour.
2. Solve the puzzle with the help of the clues below. One has been done for you.

Puzzle	Clues
1. P A P E R	You draw pictures and write on it.
2. E _____	It is a big animal.
3. A _____	It is a sweet fruit.
4. C _____	It has four wheels. People drive it.
5. O _____	It is a sweet and sour fruit.
6. C _____	This animal lives in the desert.
7. K _____	It is made of paper. You can fly it

3. Listen and repeat

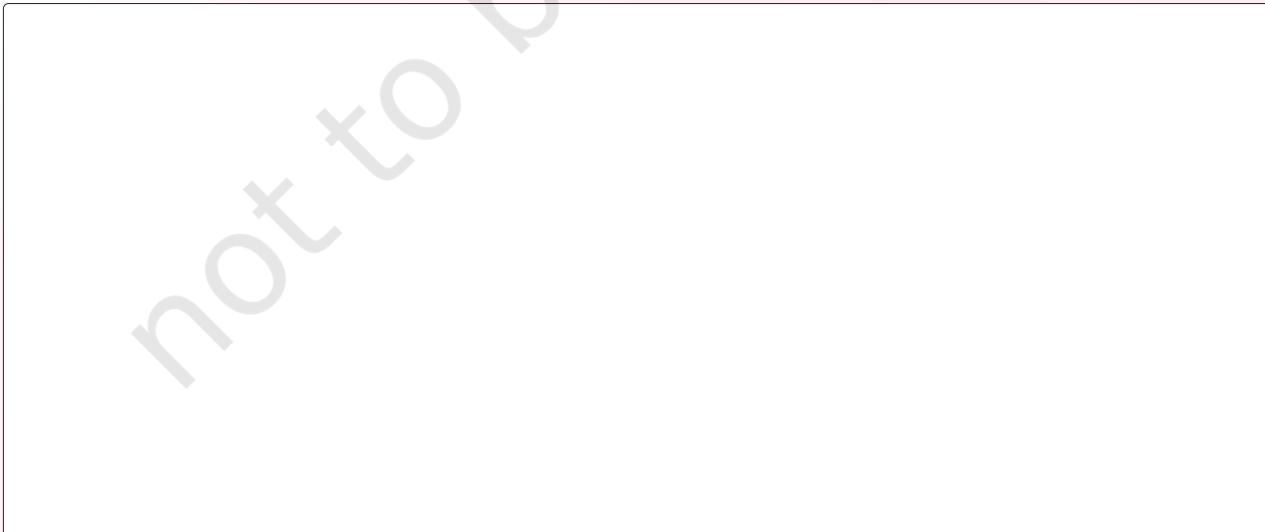
cat	cart
back	bark
shack	shark
lack	lark
mat	mart

4. Draw and colour

(i) the national flag



(ii) a peacock feather



11

THE FESTIVALS OF INDIA



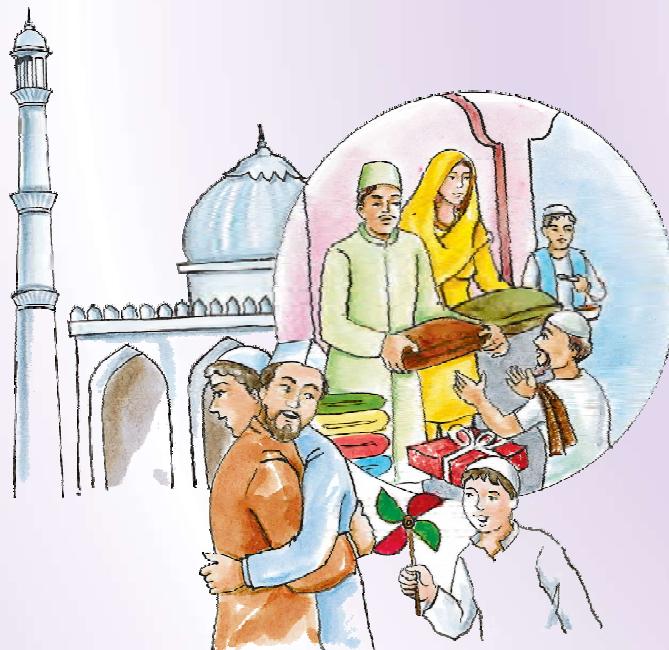
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It is Diwali today. It is a festival of light. Meenu's brother Kunal and their father have cleaned the house. Her mother has cooked special food. Everyone is wearing new clothes.

Meenu is wearing a new dress. She draws a *rangoli* in front of the house.

Kunal decorates the house with clay lamps and candles. Her friends burst firecrackers. Meenu doesn't like firecrackers because they make noise and produce harmful smoke. Her mother is giving sweets to all. Today everyone is very happy.



It is Eid-ul-fitr today. This day marks the end of the month of Ramzan. During Ramzan, Amir and his family do not eat or drink anything during the daytime. They eat only after sunset. On this day Amir wears new clothes. His mother is giving sweets to all. Everyone is very happy.

It is Christmas today. Nancy is very excited. Her mother has prepared a special cake and tasty food. Nancy and her brother Neil decorate the Christmas tree. All of them wear new clothes. They wish each other 'Merry Christmas.'



To the Teacher

- Talk about various festivals in English/mother tongue.
- Help the children read the text para by para.





1. How do people wish each other on Diwali and Eid?
2. Why doesn't Meenu like firecrackers?
3. When is Christmas celebrated?
4. What do people do during Ramzan?



1. Fill in the blanks with the words given in the box.

sweets
happy

lamps
rangoli

candles
firecrackers

(i) Meenu is drawing
a _____ pattern
in front of the house.



(ii) Kunal is decorating the house with _____ and _____.



(iii) Everyone is very _____.



(iv) Meenu's mother is giving _____ to all.



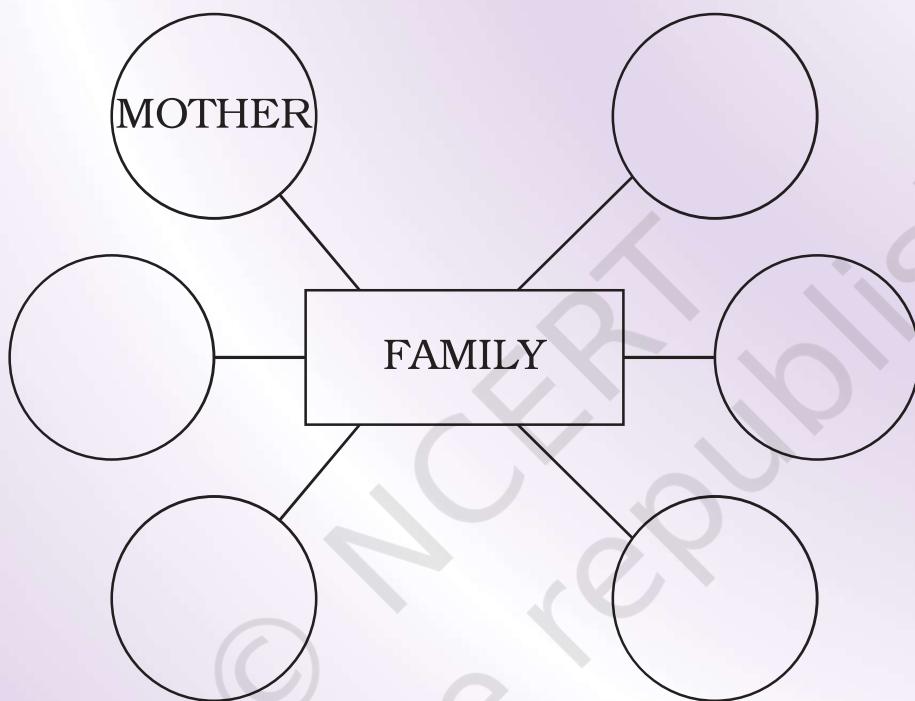
(v) Meenu's friends are bursting _____.

To the Teacher

- Help the children fill in the blanks.
- Encourage them to talk about their favourite festivals. If necessary, write answers on the board and help them construct a small paragraph.



2. Which is your favourite festival. In which month does it occur? How do you celebrate it? Write a few sentences about it.
3. When you hear the word **family** what are the words that come to your mind? Write them down in the circles. One has been done for you.



4. Rearrange the letters to find the names of festivals.

- (i) OLHI _____
- (ii) WADILI _____
- (iii) MONA _____
- (iv) HIBU _____
- (v) SMRICHTAS _____

To the Teacher

- Help the children to fill in the circles. These need not be only relationship words.
- Help them rearrange the letters to form names of festivals.



5. Draw a line and connect the right sentence with the right picture.

Mandeep
is eating
an apple.



They are
cycling.



Monu is
reading a
book.



Ali is flying
a kite.



6. Listen and repeat.

look	loop
foot	fool
put	pool
stood	stool

7. Read the following instructions.



Don't wear nylon or polyester clothes while lighting firecrackers



Don't go too near firecrackers while lighting them.



Don't re-light a used or dud firecracker.

Now complete the following dialogue.

Manju: What a pretty dress!

Tina: Thank you. Shall we light the crackers now?

Manju: Yes. But first please change into a cotton dress.

Tina: Why?

Manju:

Tina:

Manju: And, remember, _____

Tina:

Manju: Fine. Let's go.

To the Teacher

- Explain that a dud firecracker is that which fails to work.
- Help the children complete the dialogue.



12

THE MONKEY AND THE ELEPHANT



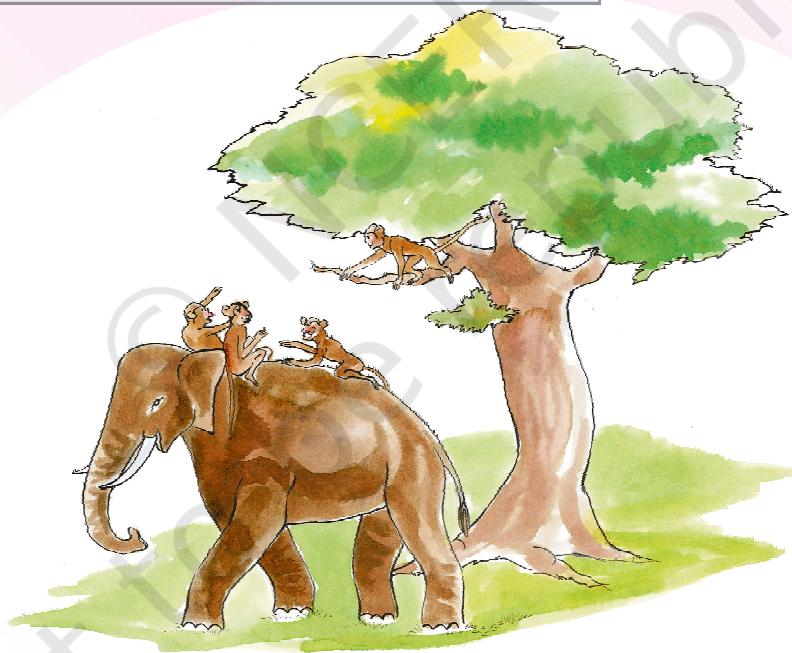
A group of monkeys were playing on a tree in the jungle. Suddenly, they **heard** the loud sound of an elephant's trumpet. The monkeys were afraid. They **ran** up and down the tree.

Soon the elephant **came** very close to the tree. A little monkey **looked** up at the elephant and **smiled**.



The elephant **picked** up the little monkey and **put** him on his back. The little monkey **shrieked** with joy.

What do you think happened next?



The other monkeys **saw** this. One by one they **dropped** down from the tree onto the elephant's back. The elephant **started** moving. The monkeys **had** a jolly good elephant ride.

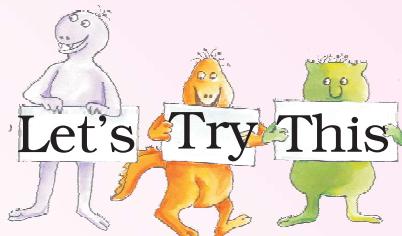
To the Teacher

- Help the children notice the words in bold.





1. Have you ever had a ride on any animal?
2. How did the monkeys feel when they heard the elephant?
3. Why did the little monkey smile at the elephant?
4. Did the elephant like the little monkey?
5. Why did the other monkeys drop down the tree?



1. Choose the correct form of the words given in the brackets to fill in the blanks. One has been done for you.
 - (i) The monkeys lived (live) in a jungle.
 - (ii) The monkeys _____ (climb) a tall tree.
 - (iii) Suddenly they _____ (hear) an elephant trumpeting.
 - (iv) A little monkey _____ (go) near the elephant.
 - (v) The elephant _____ (pick) up the monkey and _____ (give) it a ride.

2. Listen and repeat

tail	toil
bail	boil
ail	oil
fail	foil
cane	coin

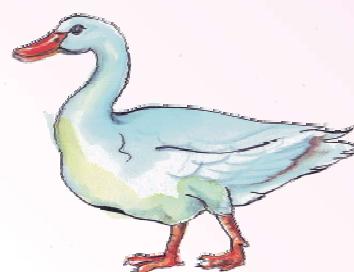
3. Look at the sentence given below.

I like milk.

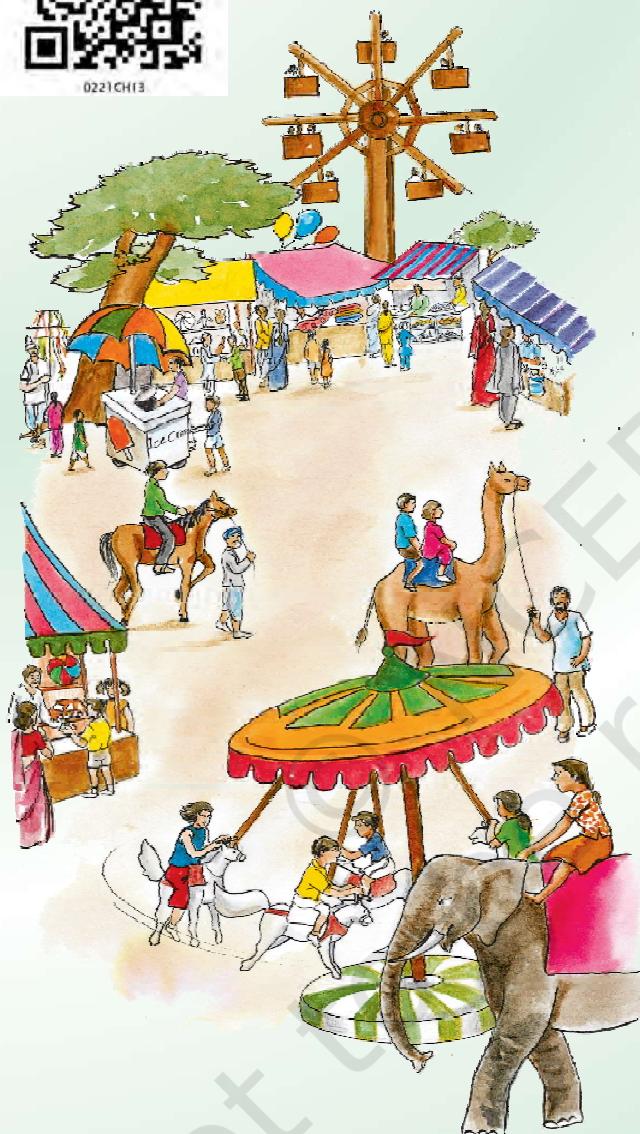
Now complete the following sentences.

(Clues: names of fruits, drinks, foods, games, animals, etc.)

- (i) I like _____.
- (ii) I like _____.
- (iii) I do not like _____.
- (iv) I _____.
- (v) Do you like _____?
- (vi) We like _____.
- (vii) We do not like _____.



13 GOING TO THE FAIR



Yesterday there was a fair in Narela. People came there from far away places. There were many shops and stalls. People were buying and selling things. There were shops selling sweets, clothes and toys. Children bought toys from the shops. They went for a ride on the merry-go-round.

Some children went on the giant wheel. They sat on seats attached to the wheel. As the giant wheel turned, they shouted in joy and fear.

There were camel rides, elephant rides and horse rides too. People had a good time. They returned home after sunset.

To the Teacher

- Help the children read the text para by para.





1. Where was the fair held?
2. What were the different shops at the fair?
3. Describe the giant wheel?
4. Name the animals on which children had a ride.



1. Find these words in the box. One has been done for you.

fair	people	shoe	clothes	home
doll	brother	sweet	evening	happy

P	E	O	P	L	E	B	A	L	L
S	G	C	L	O	T	H	E	S	L
W	H	A	P	P	Y	S	H	O	E
E	D	B	R	O	T	H	E	R	F
E	O	A	Q	T	H	O	M	E	A
T	L	P	A	I	R	B	A	T	I
D	L	E	V	E	N	I	N	G	R

2. Make five sentences from each box.

A.

Yesterday	I we you they she he Rajni Gopal	went to	a	village. city. town. school. hospital. farm.
-----------	---	---------	---	---

B.

They You We Children People Girls Boys	were	buying selling	things toys sweets clothes balls dolls bats	yesterday.
--	------	-------------------	---	------------

3. Write a few sentences about a fair that you went to.

To the Teacher

- Elicit responses and construct the answer on the blackboard.
Children can copy it down.





Poem

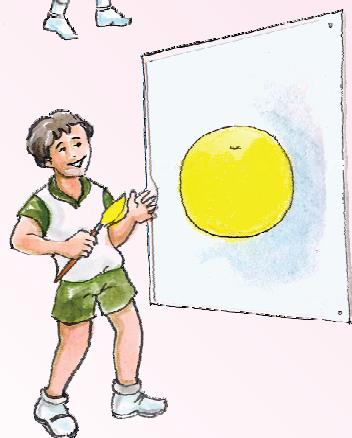
14 COLOURS



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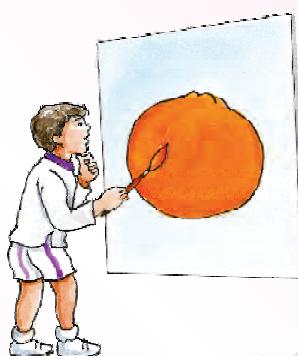
The sky is blue
The grass is green
The rose is red
Isn't that true?



Lemon is yellow
Orange is orange
Wood is brown
Don't you know?



Milk is white
Tar is black
Mix them up
And what have you?

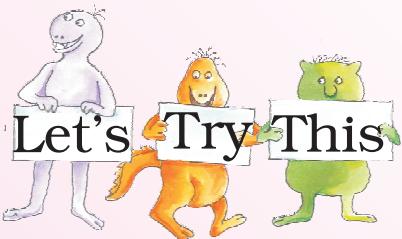


Blue, green, red, brown,
Yellow, orange, black, white,
How many colours do you know?



One, two, three, four,
Five, six, seven, eight,
If to this, you add grey,
Nine colours, now you know.





1. Write the names of three colours other than those given in the lesson.

(i) _____
(ii) _____
(iii) _____

2. Find six colours in the grid given below. One has been done for you.

U	L	O	R	B	K	R	B	P
G	Q	W	H	I	T	E	L	W
R	X	B	C	E	F	D	U	B
E	W	B	R	O	W	N	E	D
Y	M	L	G	G	R	E	E	N



3. Match the colours with objects. One has been done for you.

leaves sunflowers apples oranges sky

S.No.	Objects	Colour
(i)	leaves	
(ii)	_____	
(iii)	_____	
(iv)	_____	
(v)	_____	



4. Answer the questions given below. One has been done for you.

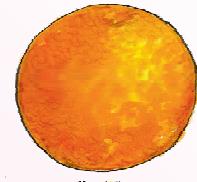
(i) What is this?

Ans. This is a bird.



(ii) What is this?

Ans. _____



(iii) What is this?

Ans. _____



(iv) What is this?

Ans. _____



(v) What is this?

Ans. _____



5. Complete the sentences.

(i) What is blue?

Ans. _____ blue.

(ii) What is green?

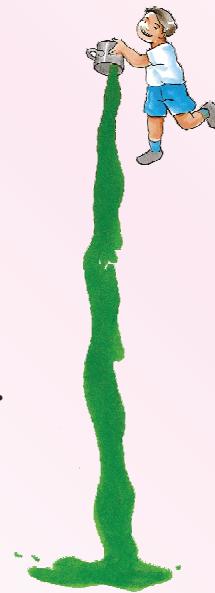
Ans. _____ green.

(iii) What is white?

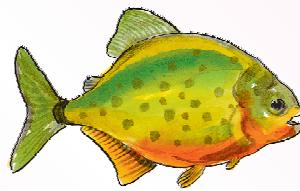
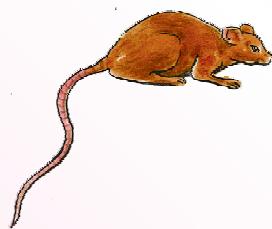
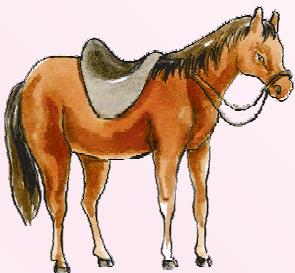
Ans. _____ white.

(iv) What is black?

Ans. _____ black.



6. Look at the pictures and solve the following riddles.



(i) I am an animal. I have four legs. I eat grass. I give milk. My name begins with 'C'.

Ans. _____

(ii) I live in water. I can swim. My name begins with 'F'.

Ans. _____

(iii) I am an animal. I have four legs. I eat grass. I run very fast. My name begins with 'H'.

Ans. _____

(iv) I am an animal. I am small. I squeak. My name begins with 'R'.

Ans. _____

7. Fill in the blanks with 'is' or 'are'.

(i) My bicycle _____ red.

(ii) These flowers _____ yellow.

(iii) This ball _____ blue.

(iv) His shirt _____ white.

(v) Those apples _____ green.

(vi) The rainbow _____ colourful.



15

SIKKIM



Sikkim is a state in the north-eastern part of India. The capital of Sikkim is Gangtok. It is a nice city. People in Sikkim speak Nepali, Lepcha, Bhutia, Limbu and English.

Sikkim has hilly areas and rocky slopes. People use terrace farming. They get water from the mountain streams. People grow tea, cardamom, ginger, apples and oranges.

The forest regions of Sikkim have a wide variety of plants, birds and animals. Pine and oak trees, and bamboo and banana grow in plenty. We find different kinds of orchids. Along with the red panda, which is the state animal, snow leopards and musk deer are also found.



Kangchenjunga, the world's third highest peak, is located in Sikkim.

The weather is cold in Sikkim.

To the Teacher

- Help the children read the text para by para.
- Ask them how many languages they can speak/understand.





1. Write 'T' for true and 'F' for false statements in brackets. One has been done for you.
 - (i) The weather of Sikkim is cold. (T)
 - (ii) Gangtok is the capital of Sikkim. ()
 - (iii) Gangtok is a dirty city. ()
 - (iv) The elephant is the state animal of Sikkim ()
 - (v) Almost every person in Sikkim can understand more than one language. ()

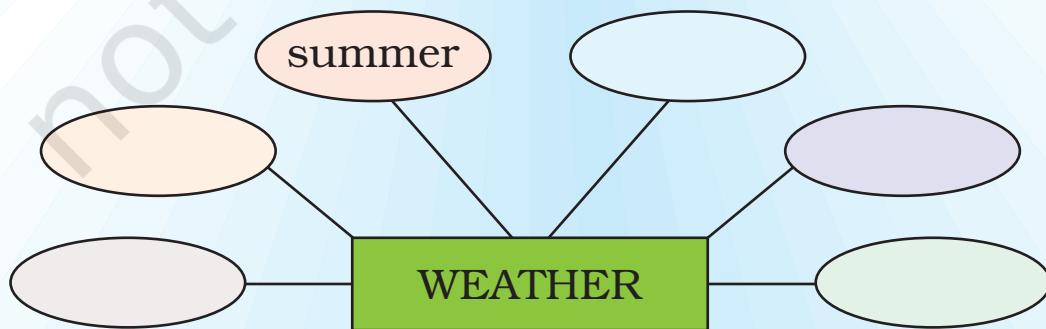
2. Locate Sikkim on the map of India.

3. Fill in the blanks with correct forms of the words given in the brackets. One has been done for you.

Ibetombi lives (live) in Manipur. Her house is near the Loktak lake. She _____ (like) to _____ (read) stories. She _____ (do) not like cold weather. She _____ (want) to go to Chennai in winter.

Peter is Ibetombi's friend. Last year he _____ (visit) Gangtok in December. He _____ (do) not _____ (like) the cold weather. Now he _____ (want) to _____ (see) Goa.

4. When you hear the word 'weather' what are the things that come to your mind? Write them down in the circles. One has been done for you.



5. Listen and repeat.

tail	tell
bail	bell
fail	fell
sail	sell
wail	well

6. Fill in the blanks. Choose the opposites from the list given below. One has been done for you.

hot	dirty	ugly
low	easy	bad

- (i) This roof is not high, it is low.
- (ii) This question is not _____, it is difficult.
- (iii) That place is not clean, it is _____.
- (iv) My shirt is not _____, it is beautiful.
- (v) My school is not _____, it is good.
- (vi) Sikkim is cold, it is not _____.

7. Write a paragraph about the place you live in. You may use the following hints.

language(s) spoken
nearest city or town
special things
crops
birds and animals
any other details



Let's Practise

Milk

Rain

Come

Bird

Dance

Potter

Watch

Light



Let's Practise

Wheel

Sleep

Tiger

Today

People

Farmer

Monkey

Temple



Let's Practise

Village Cricket Balloon Weather

Elephant Mountain Cardamom